

EXTENSIONS OF REMARKS

NO SUBSTITUTE FOR QUALITY TEACHING ACT

HON. JAMES R. LANGEVIN

OF RHODE ISLAND

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 6, 2002

Mr. LANGEVIN. Mr. Speaker, I rise today to talk about a very important issue to my district and communities across the country—increasing access to professional development for our teachers and to introduce the No Substitute for Quality Teaching Act, legislation I have drafted to address this issue. We all understand the importance of training opportunities for our teachers. When we passed H.R. 1 by an overwhelming margin, we included significant new investments for teacher quality programs and new measures to hold teachers accountable for the education they provide. We even required school to devote 10 percent of their Title I funds to professional development activities. Unfortunately, these resources and requirements will be meaningless if teachers do not have time to take advantage of the training opportunities.

Throughout the fall I conducted a survey of teachers and principals in all the schools in my congressional district. I found that teachers and administrators alike want to pursue more professional development, to improve their skills and use the most innovative and effective teaching strategies available, but they simply do not have the time. Many teachers are already overburdened with the daily duties of teaching, coaching or leading other after-school activities, and preparing future lesson plans. When they need a substitute to fill in while they attend a training class, there often isn't one available. In fact, the substitute teacher shortage in Rhode Island—and in many states across the country—is so acute that many teachers are being forced to give up their planning periods to cover for sick colleagues. Some states have even placed moratoriums on leaves of absence for professional development.

To alleviate the shortage, districts have been forced to dramatically lower their hiring standards for substitute teachers. Twenty-eight states allow principals to hire anyone with a high school diploma or GED who is 18 or older, and over half of all states do not check references or even conduct face-to-face interviews with potential substitutes. Yet, our students spend an inordinate amount of time with them—an average of 365 days over the course of their elementary and secondary education. Alarming, minimal qualification requirements for substitutes have been linked to lower educational achievement among students.

So, today, along with 14 of my colleagues, I am introducing the "No Substitute for Quality Teaching Act." This bill will create a demonstration grant program for school districts to experiment with creative ways to address the substitute teacher shortage. The funds will go directly to local education agencies, which

may tackle the problem alone or in conjunction with neighboring districts.

States across the country are already dealing with this issue in a myriad of ways. Wisconsin, Florida, California, New Mexico, Washington, Pennsylvania and Minnesota, to name a few, have created permanent substitute teacher pools, implemented training programs to equip substitutes with the skills they need to be effective at their jobs, conducted recruitment campaigns, and raised substitute compensation. Let's provide the necessary resources to disseminate the lessons these states have already learned, and to find new ways to solve this problem by passing the No Substitute for Quality Teaching Act.

IN RECOGNITION OF THE PANPAPHIAN ASSOCIATION OF AMERICA

HON. CAROLYN B. MALONEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 6, 2002

Mrs. MALONEY of New York. Mr. Speaker, I rise to pay tribute to the Panpaphian Association of America which will be honoring Peter J. Pappas with the Evagoras Pallikarides Award of Merit as well as this year's Member of the Year, Chrysi Kleopa Notskas.

The Panpaphian Association was founded in 1987 by a group of Hellenic Cypriot Americans from Paphos, Cyprus to serve as cultural, educational and social organization. The Evagoras Pallikarides Award is named in honor of Evagoras Pallikarides, who was born in the small village of Tsada, Paphos, in February of 1938. Pallikarides is hailed as a hero by many for his work as a Cypriot freedom-fighter during the British occupation of Cyprus. For his efforts, Pallikarides was subsequently executed by the British, but his legacy of independence and cultural pride has endured. This year's recipient of the Evagoras Pallikarides Award embodies these characteristics as well.

Peter J. Pappas is the President & CEO of PJ Mechanical Corporation. It is one of the largest service maintenance organizations in the New York metropolitan area and presently ranks ninth in the entire nation. Mr. Pappas's professional successes can be rivaled only by his many philanthropic contributions. He serves on the Archdiocesan Council, is a Director of Leadership 100, and President of HANAC, which oversees and coordinates a variety of social service programs throughout the community that have serviced thousands of people. He is also President of the Cyprus Children's Fund, a member of the Board of Directors of the Cyprus Chamber of Commerce and Chairman of the New York State Hellenic American Republican Association.

Mr. Pappas has been married to his wife, Catherine, in 1961. The couple has three grown children, Peter, James and Tara and seven grandchildren.

Being honored as this year's Panpaphian Association Member of the Year is Chrysi Kleopa Notskas. A native of Paphos, Cyprus she relocated to the U.S. as a student, obtaining a Bachelor's degree from Adelphi University and a Master's degree from Long Island University. She was named Ms. Cyprus of the USA and was also recognized with an Outstanding Teacher Award. As a teacher and mentor, Notskas is known for her selflessness and unwillingness to say no to a student in need. She is married to Evan Notskas and they have a daughter named Olga.

In recognition of these outstanding achievements, I ask my colleagues to join me in recognizing the great contributions of the Panpaphian Association, and its honorees Peter J. Pappas and Chrysi Kleopa Notskas.

IN RECOGNITION OF OFFICER ROBERT D. MOORE

HON. HILDA L. SOLIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, February 6, 2002

Ms. SOLIS. Mr. Speaker, I rise today to recognize the numerous contributions made by Officer Robert D. Moore to the Monterey Park Police Department during his professional career. After 23 years of service, Officer Moore retired from the police force on December 20, 2001.

Officer Moore attended the Los Angeles County Sheriff's Department Academy and graduated on June 8, 1979. By February 19 of the same year, Officer Moore began his 23-year career with the Monterey Park Police Department. During a large part of his career he worked on the patrol division and from 1986 to 1989 he was assigned to the Investigations Bureau that dealt with fraud. He obtained Basic, Intermediate, and Advanced Police Certificates from the State of California Commission on Police Officer Standards of Training.

During his career, Officer Moore received over thirty letters and commendations for his valuable achievements including arrests made, investigations conducted, and help provided to members of the community. Several of those commendations recognized his extra efforts in helping victims of crime, the elderly, and underprivileged members of the community. Furthermore, he was also part of the Monterey Park Police Department's Baker to Vegas running team.

I commend Officer Moore's strong commitment to protect and serve the Monterey Park community. Officer Moore has been a true professional, an inspirational role model and a friend to many from the beginning of his career until his retirement and his contributions will not be forgotten. I wish him well in his retirement and thank him for his many years of public service.

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